Cedar Grove Middle School Improvement Plan | 2015-2016

District Name: Brunswick County **School Code: 309** **Year: 2015-2016**

Principal: Michael Hobbs **Principal's Email: mhobbs@bcswan.net**

Mission: Cedar Grove Middle School will empower students to persevere as responsible and respectful lifelong learners
Vision: Cedar Grove Middle School will be a leader among other educational institutions, providing ample opportunities for student success, ensuring quality teaching experiences, and respectfully serving the communities we represent.

Executive Summary:

Everyday schools across the nation are challenged with making decisions regarding curriculum, instruction, and assessment. These decisions influence the way teachers teach, students learn, and schools achieve success. As we consider these decisions, we must evaluate ourselves and look at the trends and issues affecting our school and the types of programs and services our school implements to support student learning. Although Cedar Grove Middle School has many strengths, this plan will focus on areas of challenges it encounters in order to create academic, social, and emotional gains for the students. By doing so, the stakeholders will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. The Low Performing School Improvement Plan is structured to reflect on how it provides teaching on a day to day basis. The areas of focus are: Safety, Reading and Math.

In accordance to the North Carolina Department of Instruction, the School Improvement Team (SIT), the Parent Advisory Team (PAC), and the stakeholders of Cedar Grove Middle School will submit an Executive Summary and the Low Performing School Improvement Plan for review. The summary and performance plan will provide a close examination of Cedar Grove Middle School in its effort to attain the academic goals set by local, state, and federal agencies. This process has allowed us to examine our strengths, areas of need, successes, and challenges. The stakeholders of Cedar Grove Middle School are committed to establishing a continuous and on-going plan that evaluates the expected and desired results.

CEDAR GROVE MIDDLE SCHOOL
SUPPLY, NORTH CAROLINA

Cedar Grove Middle School was completed and opened its doors for students during the 2008-2009 school year. The new middle school was built on approximately twenty-five (25) acres of land located at 750 Grove Trail SW, Supply, North Carolina 28462. The school site is part of a total park and school site of 157.98 acres. The 95,480 square foot building is made of masonry/steel construction with a student capacity of six hundred & fifty (650). The building has a standing seam metal roof, equipped with a sprinkler system throughout, with a state of the art access control and security systems including an extensive closed circuit television surveillance system. The building has thirty-seven (37) classrooms consisting of eighteen (18) 6th-8th grade language arts, social studies & math classrooms, six (6) science labs, one (1) art room, one (1) band room, one (1) choral room, one (1) ISS room, three (3) resource rooms, two (2) keyboarding/technology labs, one (1) exploratory lab, two (2) computer rooms, and a media center. A gymnasium with locker rooms, weight training room, and cafeteria are provided along with office and support rooms. The outside area consists of 118 parking spaces of which five (5) are handicapped. The bus parking area will accommodate twelve (12) buses. The middle school has a multi-use playfield and access to park facilities including soccer field, baseball fields, basketball courts, tennis courts, and a football field.

Cedar Grove Middle School is located in the community of Cedar Grove, NC. We currently have 485 students enrolled; the demographics of the student population include the following ethnic backgrounds: 3 American Indian or Alaska Native, 85 African American, 42 Hispanic/Latino, 344 Caucasian, and 13 Two or More Races. Of this population there are 238 male and 249 female students. During the 2014-2015 School Year we had 488 students enrolled; the student population included the following ethnic backgrounds: 2 American Indian or Alaska Native, 96 African American, 35 Hispanic/Latino, 333 Caucasian, 21 Two or More Races, and 1 Asian. Of this population there are 240 males and 248 females. During the 2013-2014 School Year we had 479 students enrolled; the student population included the following ethnic backgrounds: 1 American Indian or Alaska Native, 94 Black American, 33 Hispanic/Latino, 330 White, 20 Two or More Races, and 1 Asian. Of this population there are 247 males and 232 female students. Analysis of the sub-groups shows consistent demographics between the last three years.
Over the last five years our average percentage of free and reduced lunch has been 65 percent. Our highest year was 2014-2015 with 69.1 percent of students eligible.

The school lies in the proud community of Cedar Grove, which is located equally from the following towns of Supply, Shallotte, Holden Beach, Oak Island, and St. James. The community is a wonderful mix of retired individuals and long established area families.
This diversity allows Cedar Grove Middle School to be supported by many volunteers that enjoy giving back to the community. This has been one of Cedar Grove Middle School's successes. During the 2014-2015 and 2015-2016 school years, the community volunteers adopted all of the teachers and teacher assistants for the year. During the school year the volunteers provided words of encouragement, special occasion gifts, and needed school supplies. Our volunteers also provide support for students that need clothes, food, and school supplies. These are just a few of the ways our volunteers have supported our teachers and students at Cedar Grove Middle School.

The 2015-2016 staff of Cedar Grove Middle School consists of 30 classroom teachers, 5 Exceptional Children teachers, 4 Exceptional Children teacher assistants, 2 guidance counselors, 1 literacy coach, 1 media coordinator, 1 in-school suspension coordinator, 1 parent facilitator, 6 custodial staff, 6 cafeteria staff, 3 office staff, 3 administrators, 1 part-time ESL teacher, 4 part-time curriculum specialists, 1 part-time social worker, 1 part-time behavior specialist, 1 part-time computer technician, and 1 part-time nurse. Of the staff population, 22 percent have advanced degrees with 2 teachers being Nationally Board Certified. Fifty percent of the teachers have 10 or more years' experience, 28 percent have 4-10 years' experience, and 22 percent have 0-3 years' experience.

Compared to the 2014-2015 staff at Cedar Grove Middle School, we have managed to keep the same number of staff members. Analysis of teacher certification shows that there is not a significant difference in staffing and certification.

Since the opening of the school, Cedar Grove Middle School has been led by two principals. Rhonda Benton opened the school and was principal until October 2014. In November 2014, Michael Hobbs began as principal.

The administrative team and staff are committed to creating the best educational learning environment possible for the students of Cedar Grove Middle School. The data resources that are being used to reach this achievement are:

Safety: Positive Behavior and Intervention Support (PBIS) documentation and Educators Handbook documents
Reading: End of Grade (EOG) Scores and Scholastic Reading Inventories (SRI)
Math: End of Grade (EOG) Scores and Scholastic Math Inventories (SMI)

While progress is certainly being made, there is room for growth as we strive to become a school of excellence. Our vision is to continue to grow and meet proficiency standards for all students.

Instructional Focus (include clear description of key components):

Reading- Cedar Grove Middle School will increase the overall Reading EOG Proficiency by 3 percent for the 2015-2016 school year.

Math- Cedar Grove Middle School will increase the overall Math EOG Proficiency by 5 percent for the 2015-2016 school year.

Safety- Cedar Grove Middle School will decrease the number of out-of-school suspensions by 5 percent for the 2015-2016 school year.

Describe why the instructional focus was selected:

We want to demonstrate growth throughout the areas of math and reading. Math and reading provide a foundation for all students to be successful and become contributing citizens to society.
During the 2014-2015 school year, Cedar Grove Middle School had 38.9 % of their students proficient at the College and Career Readiness in Reading. In Reading 48.6% of students were proficient at Grade Level Proficiency. In Math 26.3% of students were proficient at the College and Career Readiness. In Math 33.7% of students were proficient at Grade Level Proficiency. Overall, Cedar Grove Middle School met growth this year with a -0.43 Growth Index. In regards to our Annual Measurable Objectives, we met 25 of 35 objectives for an overall percentage of 71.4%.

During the 2014-2015 school year, 6th grade math showed evidence that level 3, 4, and 5 students did not meet the growth standard. In 6th grade, reading, the evidence showed that level 3 and 5 students did not meet the growth standard. Evidence showed that 7th grade met or exceeded growth in both math and reading. Eighth grade math showed that level 1, 3, and 5 students did not meet the growth standard. Overall, 8th grade math made less progress than the growth standard. In 8th grade, reading level 1 students did not meet the growth standard for the year.

In what ways can the instructional focus be observed in every classroom within the school and communicated to stakeholders?

The reading instructional focus will be observed by having Learning Focused lesson plans, interactive word walls, Cracking The Code reading program, and specific reading strategies.

The math instructional focus will be observed by having Learning Focused lesson plans, the use of AVID strategies, SRA math remediation program, and Higher Order Thinking Questions.

The instructional focus will be communicated to stakeholders by weekly grade level newsletters, parent/teacher conferences, school web pages, red folder/home communication folder, and phone calls.

Describe the instructional focus monitoring plan in order for staff to know if they are being successful:

The instructional focus monitoring plan will gather data at the beginning of Cracking the Code and at the end of the program through the use of Scholastic Reading Inventories (SRI). The monitoring plan will use Scholastic Math Inventories (SMI) as a pre and post-test for the SRA math remediation program. Teachers will discuss data at weekly PLC meetings and focus on data review and data-driven instruction with the help of curriculum specialists. Walk-through instruments will be used by administration to monitor lesson plans and effective strategies by teachers. Positive Behavior Intervention Support and AVID committees will review and evaluate data at monthly meetings to regulate and modify strategies for each.

Describe staff development that will be necessary to support the implementation of the instructional focus:

Staff Development:
- SMI and SRI- (how to read data, how to access strategies, standards, and resources for remediation and extension)
- Google Drive.
- Cracking the Code
- SRA math- Algebra Readiness and Algebra Concepts
- AVID strategies
- PBIS modules and strategies

Provide a narrative summary of your 2014-2015 student achievement results. What grade levels/subject areas/courses were areas of strength and what areas need improvement? (For those areas in need of improvement, specific strategies must be reflected in Goal 3.)

As we reflect on the 2014-15 year, CGMS saw successes in 6th, 7th, and 8th grade Science end of year testing results. As a school, we remained focused on increasing literacy strategies throughout all content areas. As demonstrated in our QAR data, CGMS showed strength in including vocabulary strategies throughout the school. Areas that still need improvement are growth in math and reading. As a school, we need to focus on assessing the prior knowledge of our incoming students and clearly identifying areas within math and reading that need to be remediated. Collaboration and digital learning are areas that also need growth.

Describe how your school will identify and provide interventions for students who are in need of extra academic or social/emotional support.

Based on 2014-2015 data from attendance, discipline, referrals, teacher observations, literacy coach meetings, guidance counselor's sessions, EVAAS, benchmarking, curriculum specialist recommendations, and end of grade assessments, students will be placed in an intervention group based on their individualized needs and maintain flexible grouping throughout the year.

Goal 1: Cedar Grove Middle School will decrease the number of out-of-school suspensions by 5 percent through positive intervention strategies using the PBIS Program during the 2015-2016 School Year.

SBE Goal Alignment: Every student is healthy, safe, and responsible.
LEA Goal Alignment: Every child is safe, a learner, and responsible for their actions.
Indicator: F07- The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (1698)
Progress Monitoring Progress: The program framework is fully implemented with the staff.

Strategies: How will we do this?	**Data-driven:** Why did we select this?	**Responsible/Resources:** Who will lead the effort? What will we need?	**Monitoring:** How will we know if we are being successful?	**Report of Progress:**
a. CGMS staff will continue to use red communication folders for parent communication.	Data from last year showed an improvement in parent support and communication.	Print shop, parent surveys, SIP team, teachers, front office secretary, data manager	Students will return red folders with parent signatures to homeroom teachers	Every 4 ½ weeks. 480 students take home red folders with progress reports or report cards. Students return folders the next day with parent signatures.
b. CGMS staff will maintain weekly parent communication by email, social media, and/or school messenger phone	We selected this to keep parents informed about classroom assignments, tests, and other activities/events.	Computer Access, Teachers, Admin, Grade Levels and data manager	We will be able to review weekly reports that show the number of views to the school website. We will be able to review weekly	Weekly reports from School Messenger(phone call system) as well as reports from School Center(school website)

messages.			reports for the number of messages received by parents from school messenger.	
c. CGMS staff will maintain a cash system and passport program to reinforce positive behaviors	We selected these strategies based on the discipline data from 2014-2015. This data showed an improvement in discipline and fewer out-of-school suspensions.	Print shop, Community partnerships, Parent Liaison, PBIS Team, Bulldog Bucks, Weekly Passports, teacher stamps.	During monthly PBIS meetings data will be reviewed on the number of Bulldog Bucks being used at the school store. We will also review the number of students attending Finally Friday celebrations.	We will collect data each month on the number of students using Bulldog Bucks at the school store. Each week we will collect data on the number of students turning in passports and attending Finally Friday celebrations.
d. CGMS staff will continue to use yellow cards for daily student discipline documentation.	We selected this strategy based on data from Educators Handbook which showed a decrease in negative behaviors and incidents.	Google Documents for reporting and evaluation of data.	During monthly PBIS meetings we will be able to evaluate data that shows a decrease in incidents from Educators Handbook.	Data will be collected weekly and monthly from the Google Document by the PBIS team.
e. CGMS staff will review the school and home discipline matrix establishing student behaviors.	We selected these strategies based on data that shows behaviors decrease when students are presented with positive behavior actions.	Red Folders/ Parent survey, PBIS Team meetings, school and home matrices	During monthly PBIS meetings we will see a decrease in referrals to Educators' Handbook. We will see an increase in Finally Friday's celebrations and use of Bulldog Bucks.	We will collect data each week for Finally Friday celebrations and monthly for Bulldog Bucks. We will collect data from Educators Handbook quarterly.

Goal 2: Cedar Grove Middle School will increase the overall Reading EOG proficiency by 3 percent for the 2015-2016 School Year.

SBE Goal Alignment: Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
LEA Goal Alignment: All teachers will use data driven instruction and progress monitoring for all students.
Indicator: H03- All teachers, working in teams, prepare standards-aligned lesson plans. (1718)
Progress Monitoring Progress: The program framework is fully implemented with the staff.

Strategies: How will we do this?	**Data-driven:** Why did we select this?	**Responsible/Resources:** Who will lead the effort? What will we need?	**Monitoring:** How will we know if we are being successful?	**Report of Progress:**
a. All CGMS staff will use interactive and relevant word walls in all curriculum areas.	We selected this strategy because data showed us that increasing academic vocabulary increased student's ability to read and understand.	Teachers, Common Core Standards, Pacing Guides, Content PLC's, lesson plans	Periodic Walk-throughs by teachers and administration will provide data that can be discussed during PLCs. Review of teachers' lesson plans by administration.	We will collect data from progress report grades and final grades at the end of the nine weeks. We will also collect semester benchmark scores for discussion.
b. All CGMS staff will model appropriate reading with read alouds in all curriculum areas (2 per unit)	We selected this strategy to model what good reading sounds like including tone and inflection. By implementing this strategy students will become interested in content reading and increase their non-fiction reading.	Media Center, Internet, Scholastic Book Club, All Teachers, lesson plans, Content PLC's	Periodic Walk-though by teachers and administration will provide data that can be discussed during PLC's. Review of lesson plans by administration.	We will collect data from progress report grades and final grades at the end of the nine weeks. We will also collect semester benchmark scores for discussion.
c. CGMS will enroll students' in Cracking the Code reading program based on	We selected this program based on data that showed students increase their ability to read upon	Literacy coach, Researched based interventions, Professional Development on Cracking the Code	Students will complete testing with Scholastic Reading Inventory (SRI) which will provide current	Data will be collected; First Semester: Initial testing in SRI will take place on 8/31/15. Mid Term testing

student's EOG score and Lexile level.	completion of "Cracking the Code".		Lexile levels . End of Grade test scores and Lexile level. PLC data meetings.	will take place on 11/9/15. Final testing will take place on 1/11/16. Second Semester: Initial testing in SRI will take placed on 1/20/16. Mid Term testing will take place on 4/4/16. Final testing will take place on 5/23/16.weeks.

Goal 3: Cedar Grove Middle School will increase the overall Math EOG proficiency by 5 percent during the 2015-2016 School Year.

SBE Goal Alignment: : Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
LEA Goal Alignment: All teachers will use data driven instruction and progress monitoring for all students.
Indicator: H03- All teachers, working in teams, prepare standards-aligned lesson plans. (1718)
Progress Monitoring Progress: The program framework is fully implemented with the staff.

Strategies: How will we do this?	**Data-driven:** Why did we select this?	**Responsible/Resources:** Who will lead the effort? What will we need?	**Monitoring:** How will we know if we are being successful?	**Report of Progress:**
a.CGMS math teachers will use AVID strategies such as school wide notebooks and Cornell notes.	We selected this due to data that showed students who are organized and take notes perform better in class and on tests.	AVID library and strategies, AVID certified personnel, Community Stakeholders, AVID committee members	Students will have weekly binder checks to make sure their notebooks are organized. Weekly notes will be checked by the teacher to insure students have correctly taken notes.	Teachers will collect data on weekly checks of binders and notes.
b. CGMS math teachers will post essential questions using kid-friendly language relevant to current content.	We selected this to increase time on task and add rigor to the lesson.	Lesson plans, Common Core Standards, Administration	During walk-throughs students will be able to address what they are learning.	Data will be collected by administration during weekly walk-throughs. QAR Team walk-throughs.
c. CGMS will enroll students in SRA Math intervention program based on student's EOG score and Quintile level.	We selected this strategy based on data that showed students who completed the SRA Math program were successful in future Math classes.	Professional Development through Brunswick County Schools, Literacy coach. SRA math books, SRA math training for teachers	Students will complete testing with Scholastic Math Inventory (SMI) which will provide current Quintile levels . End of Grade test scores and Quintile level. PLC	Data will be collected; First Semester: Initial testing in SMI will take place on 8/31/15. Mid Term testing will take place on 11/9/15. Final testing will take place on 1/11/16. Second

			data meetings.	Semester: Initial testing in SMI will take placed on 1/20/16. Mid Term testing will take place on 4/4/16. Final testing will take place on 5/23/16.

Assurance	Electronic Signature/Date
The Cedar Grove Middle School 2015-2016 School Improvement Plan was presented and approved by the majority of the staff who voted on the plan in accordance with *NC General Statute § 115C-105.27 Development and approval of school improvement plan.*	Michael Hobbs 9/9/15

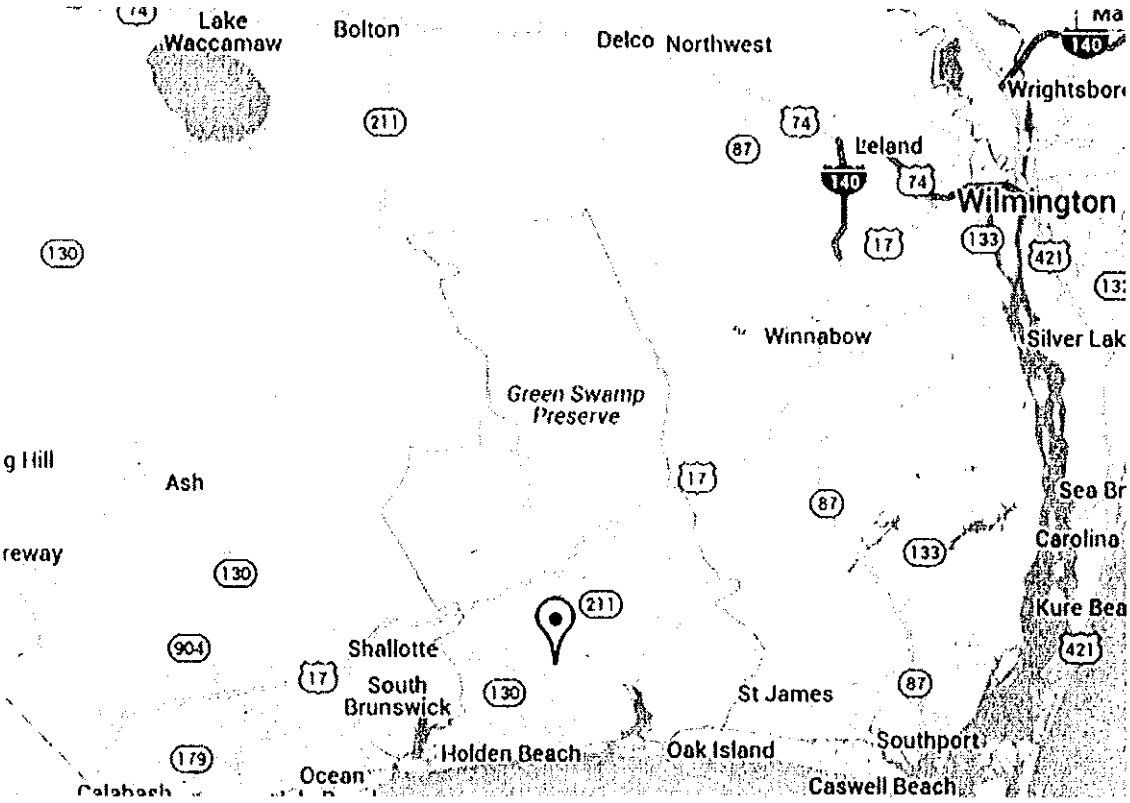
Describe the strategies in place at Cedar Grove Middle School to aid in student transitions between academic grade and school levels.
-Bull Pup Camp during summer for rising sixth graders -Bull Pup Week during first week of school -Invite 5th graders to last PTA meeting -5th graders visit the school in the spring -Teachers visit elementary schools to introduce themselves and promote programs (AVID, electives, band, sports, etc.) -Guidance Programs to help students transition to middle school -Open House -Counselor from high school help train teachers for registration, give students an informational session about school (student registration) -8th graders visit high school -high school elective teachers present to 8th grade classes -Parent orientation night for rising 9th graders - AVID interviews (for rising 6th graders/9th graders) -EC transition meetings (for rising 6th graders/ 9th graders)

Title I Assurances (Elementary and Middle Schools)	Electronic Signature/Date
Cedar Grove Middle School completed a comprehensive needs assessment that drives all aspects of school operations.	
All instructional staff at Cedar Grove Middle School are highly qualified.	

High quality and ongoing professional development is provided for staff to address the needs of Cedar Grove Middle School	
Strategies are in place to recruit highly qualified teachers at Cedar Grove Middle School and place them in the areas of greatest need.	
All funding sources are coordinated, integrated, and utilized by Cedar Grove Middle School.	

Appendix: Data Documentation:

1. Demographics: Map Location of CGMS
2. Demographics: Enrollment of CGMS 2010-2014 SY
3. Demographics: Free and Reduced Lunch Eligibility for CGMS 2010-2014 SY
4. Demographics: Student/Teacher Ration for CGMS 2010-2014 SY
5. Goal 1: PBIS/Safety: Educator Handbook discipline report for CGMS 2013-2016 SY
6. Goal 2: Reading Data: NC School Report Cards for CGMS 2009-2015
7. Goal 3: Math Data: NC School Report Cards for CGMS 2009-2015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Northwest
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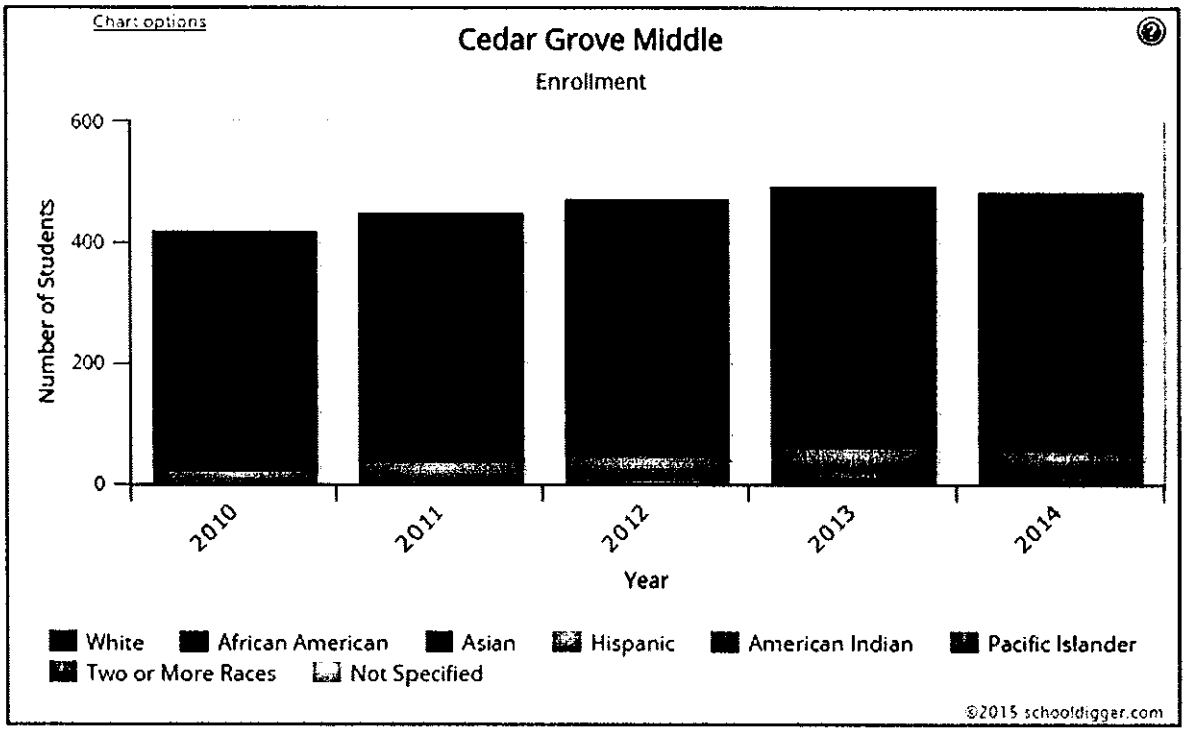
South Brunswick
St James
Holden Beach
Oak Island
Southport
Ocean
Caswell Beach

Enrollment information for Cedar Grove Middle

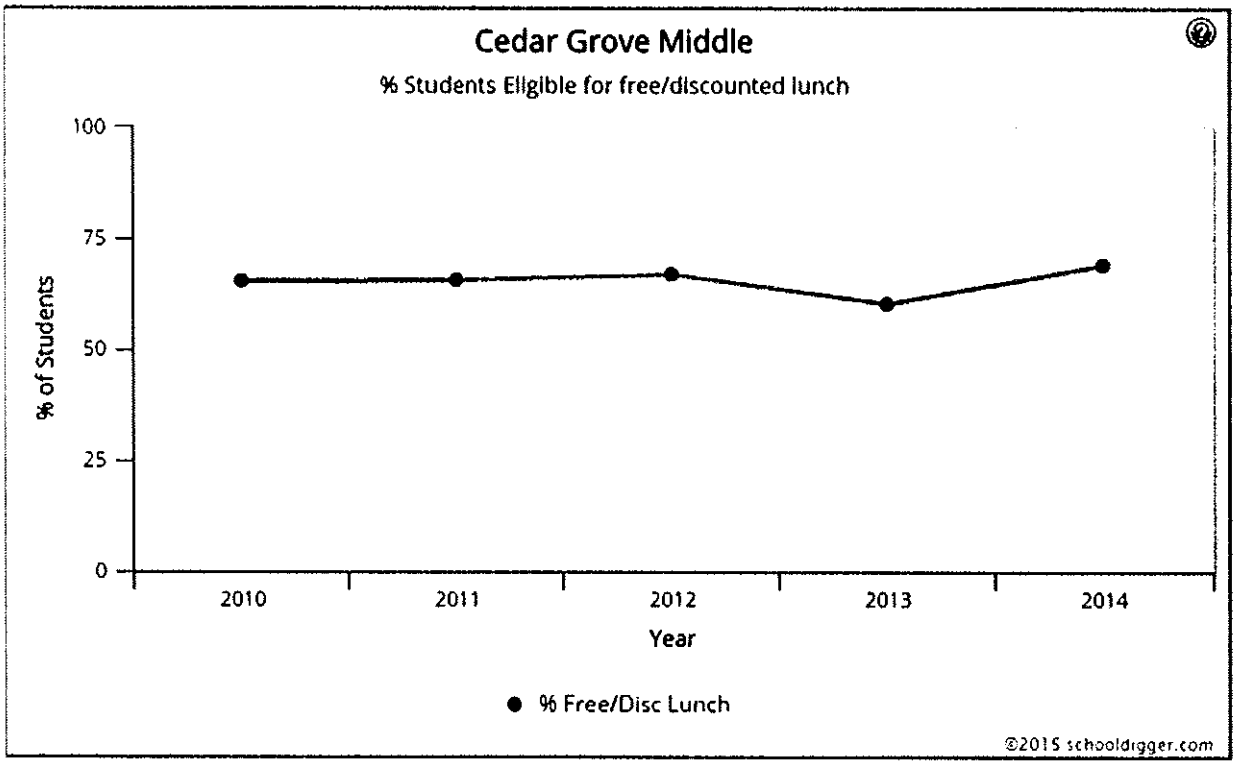


Year	White	African American	Asian	Hispanic	American Indian	Pacific Islander	Two or More Races	Not Specified	Total
2010	295	102	0	22	3	n/a	n/a	0	422
2011	320	93	0	32	4	0	2	0	451
2012	331	92	3	33	3	0	12	0	474
2013	343	86	3	39	1	0	24	0	496
2014	333	96	1	35	2	0	21	0	488

Source: National Center for Education Statistics, U.S. Dept of Education.

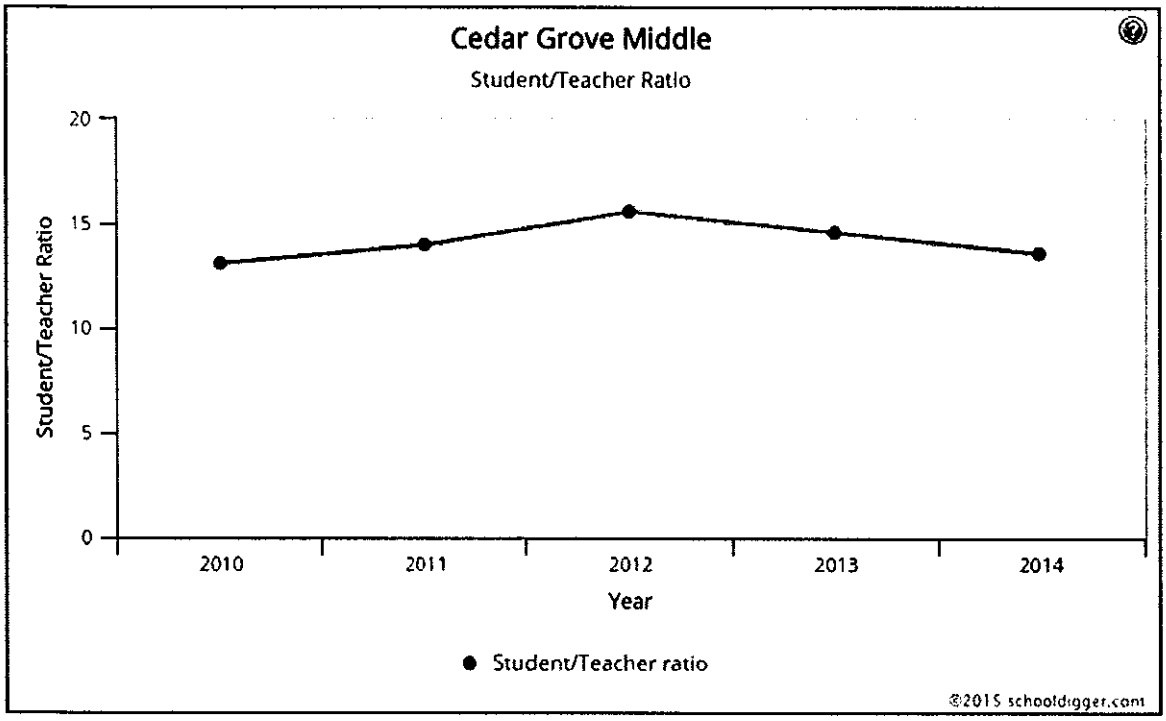
About Enrollment/Ethnicity

Students eligible for free or discounted lunch at Cedar Grove Middle



Year	# Students	Fulltime Teachers	Student/Teacher ratio	% Free/Disc Lunch
2010	422	32.0	13.1	65.4
2011	451	32.0	14.0	65.6
2012	474	30.2	15.6	66.9
2013	496	33.9	14.6	60.3
2014	488	35.6	13.6	69.1

Student/Teacher Ratio Cedar Grove Middle



Year	# Students	Fulltime Teachers	Student/Teacher ratio	% Free/Disc Lunch
2010	422	32.0	13.1	65.4
2011	451	32.0	14.0	65.6
2012	474	30.2	15.6	66.9
2013	496	33.9	14.6	60.3
2014	488	35.6	13.6	69.1

Discipline Report for Cedar Grove Middle School

750 Grove Trail, SW Supply, NC 28462 (08/06/2015 - 06/07/2016)

Most Frequently Referred

Student	Total	Last
	14	Jan 4
	13	Jan 4
	10	Jan 7
	10	Nov 20
	10	Nov 18
	9	Nov 9
	7	Dec 8
	7	Oct 22
	7	Oct 16
	6	Dec 10

School Summary

Students with ≥1 referral: **103**

Students with ≥3 referrals: **33**

Incidents: **264 (3/day)**

Last incident: **3 days ago**

Instructional cost: **278.4 days**

Offense Distribution

Bus Referral
19% (50)

Disorderly Conduct
14% (37)

PBIS 3rd Offense
7% (18)

Fighting
6% (17)

Inappropriate Behavior
5% (13)

Location Distribution

Bus
36% (95)

Classroom
30% (79)

Unspecified
14% (36)

Hallway
8% (20)

Music Room
2% (6)

Action Distribution

In-School Suspension
42% (112)

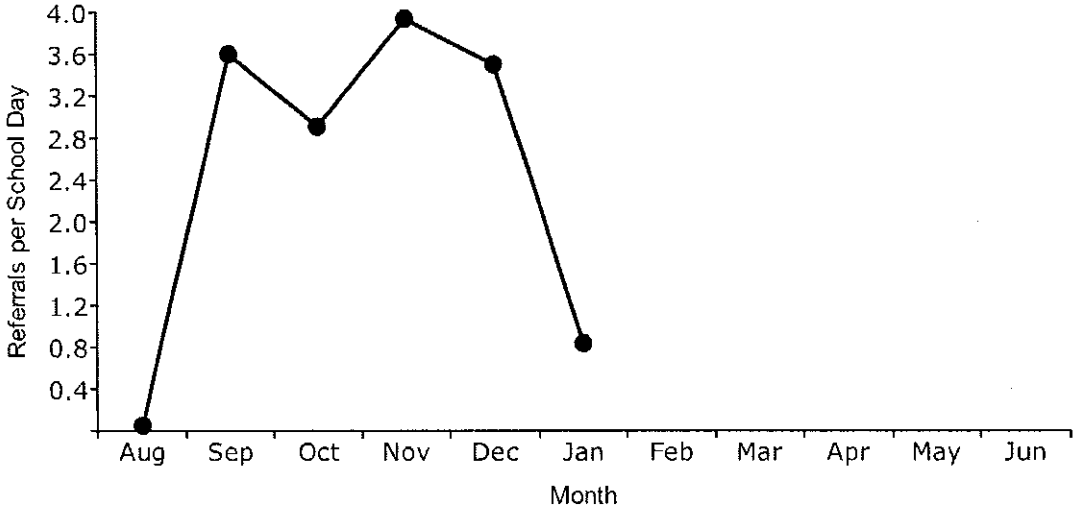
Conference with Student
17% (44)

Out-of-School Suspension
13% (34)

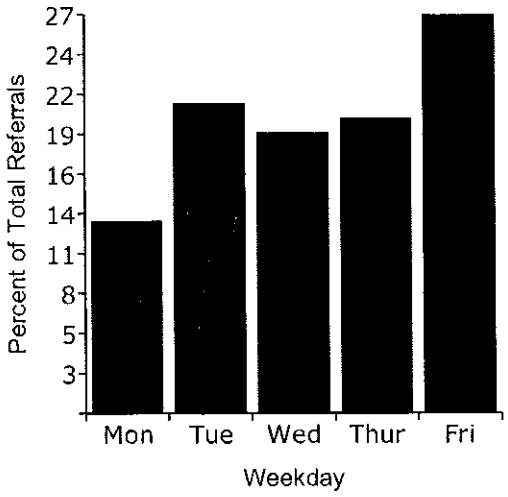
Bus Suspension
10% (26)

Administrative Confere...
6% (15)

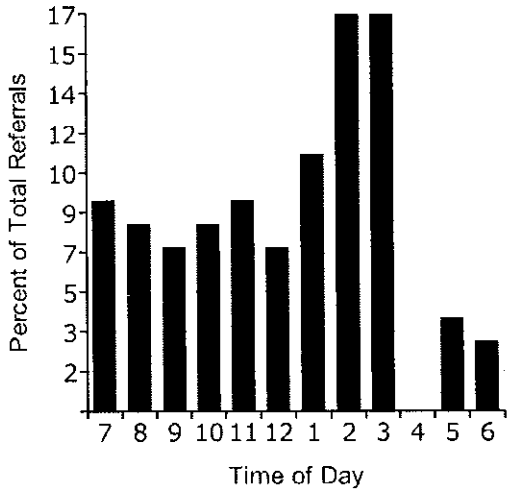
Referral Trending



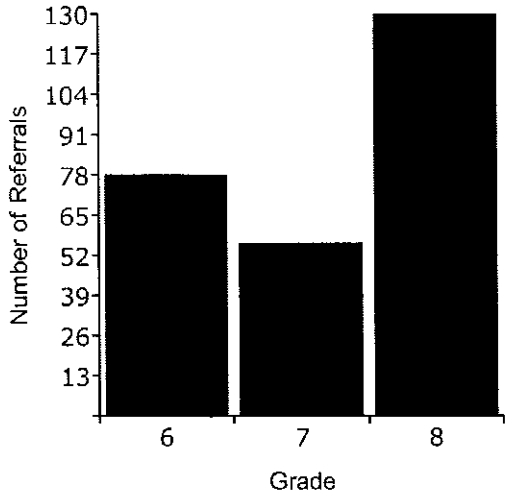
Weekday Analysis



Time Analysis



Grade Analysis



Most Frequent Referrers

Referrer	Total	Last
	48	Dec 8
	19	Jan 5
	17	Jan 8
	16	Jan 7
	15	Dec 1
	11	Dec 17
	10	Jan 8
	10	Dec 18
	9	Dec 16
	8	Jan 7

Discipline Report for Cedar Grove Middle School

750 Grove Trail, SW Supply, NC 28462 (08/06/2014 - 06/07/2015)

Most Frequently Referred

Student	Total	Last
	21	May 21
	17	May 27
	15	May 26
es	15	May 22
	15	May 20
	14	May 21
	14	May 18
	14	Mar 20
	13	May 14
	13	Apr 24

School Summary

Students with **≥1** referral: **231**

Students with **≥3** referrals: **98**

Incidents: **772 (4/day)**

Last incident: **220 days ago**

Instructional cost: **1102.3 days**

Offense Distribution

Bus Referral
23% (180)

PBIS 5th Offense
21% (160)

Insubordination
17% (134)

Skipping
6% (46)

Inappropriate Behavior
4% (28)

Location Distribution

Classroom
30% (234)

Bus
27% (206)

Cafeteria
16% (125)

Unspecified
11% (88)

Gymnasium
3% (22)

Action Distribution

In-School Suspension
50% (388)

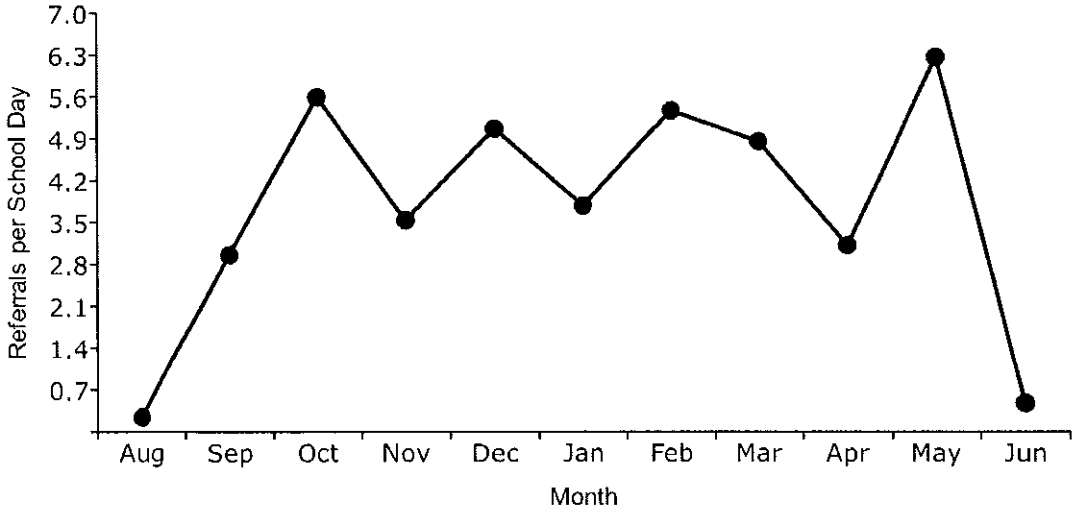
Bus Suspension
15% (119)

Out-of-School Suspension
12% (96)

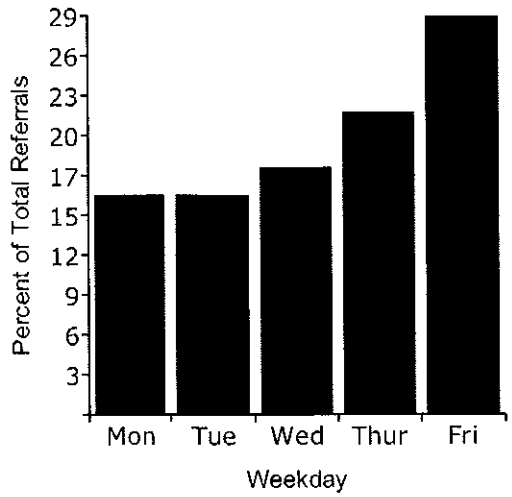
Conference with Student
11% (82)

Lunch Detention
4% (29)

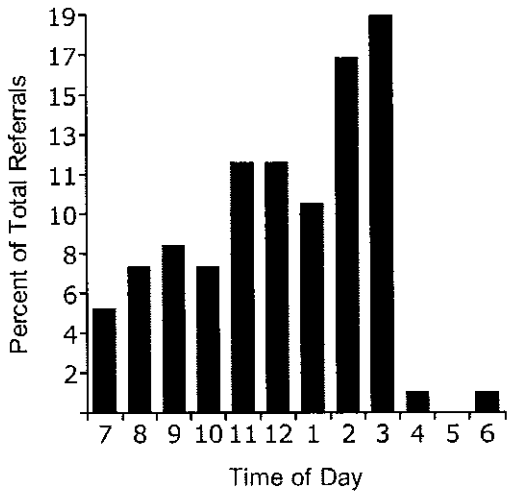
Referral Trending



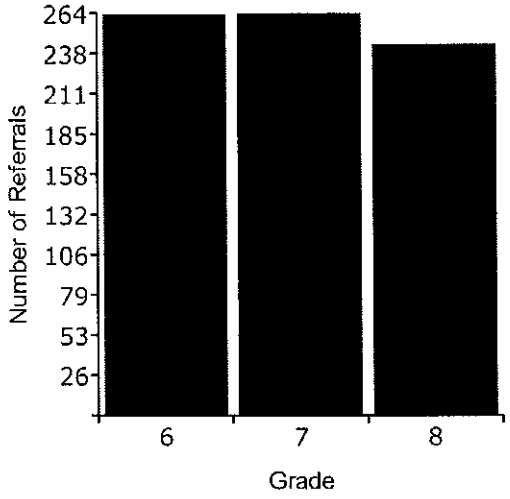
Weekday Analysis



Time Analysis



Grade Analysis



Most Frequent Referrers

Referrer	Total	Last
	110	May 13
	66	Jun 5
	65	May 29
	60	May 28
	47	May 20
	39	May 27
	34	May 14
	30	May 28
	29	Jun 1
	29	May 22

Discipline Report for Cedar Grove Middle School

750 Grove Trail, SW Supply, NC 28462 (08/06/2013 - 06/07/2014)

Most Frequently Referred

Student	Total	Last
	19	May 19
	18	Jun 5
	17	Jun 6
	17	May 22
	16	May 22
	16	Mar 28
	15	Apr 15
	12	Jun 2
	12	May 22
	11	Jun 3

School Summary

Students with ≥1 referral: **223**

Students with ≥3 referrals: **95**

Incidents: **744 (4/day)**

Last incident: **584 days ago**

Instructional cost: **1360.8 days**

Offense Distribution

Bus Referral
22% (164)

PBIS 5th Offense
14% (107)

Class Disruptions
13% (96)

Insubordination
11% (79)

Physical Aggression
5% (35)

Location Distribution

Classroom
32% (236)

Bus
26% (196)

Unspecified
13% (93)

Cafeteria
10% (71)

Gymnasium
4% (31)

Action Distribution

In-School Suspension
40% (295)

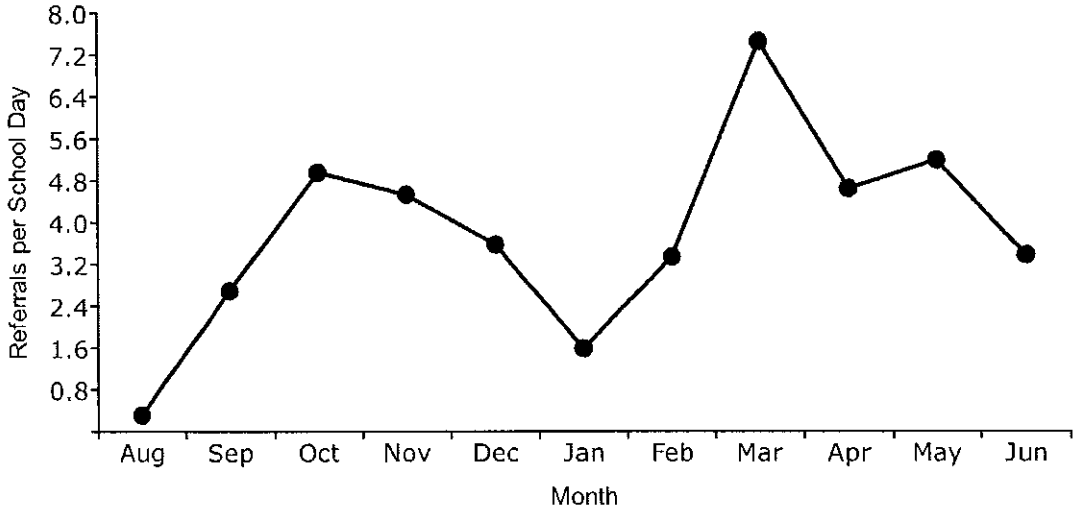
Out-of-School Suspension
17% (130)

Bus Suspension
13% (99)

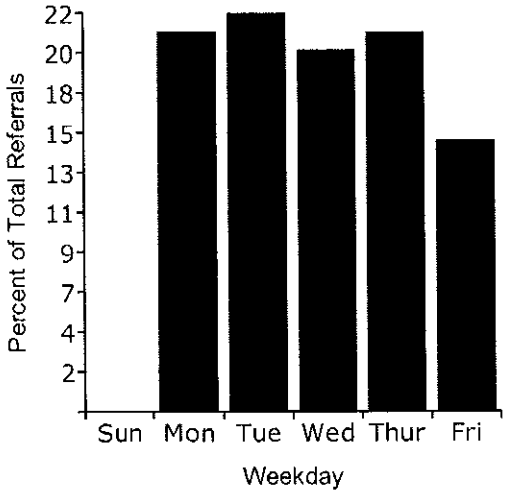
Conference with Student
12% (92)

Project Re-Direct
3% (21)

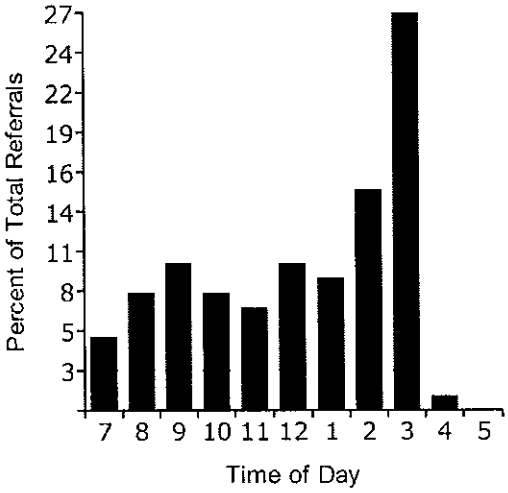
Referral Trending



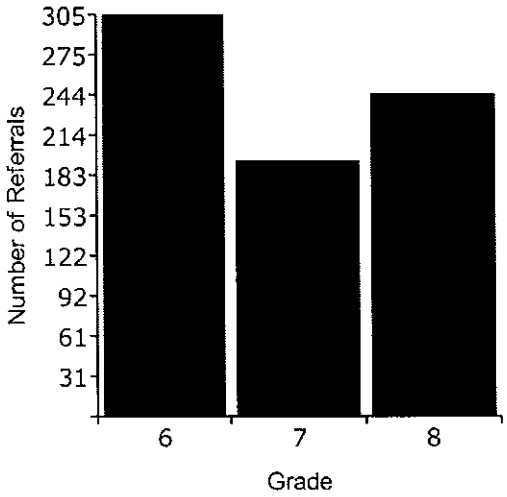
Weekday Analysis



Time Analysis



Grade Analysis



Most Frequent Referrers

Referrer	Total	Last
	102	Jun 4
	86	Jun 2
	53	Apr 9
	41	May 6
	39	Jun 3
	31	May 21
	28	Mar 17
	26	Jun 6
	26	May 20
	26	Apr 15

NORTH CAROLINA
SCHOOL REPORT CARDS

2014-2015
K-8 SCHOOL SNAPSHOT

Cedar Grove Middle
750 Grove Trail SW
Supply, NC 28462
(910)846-3400

Grade Range: 6-8

Regular School

Traditional Calendar

Brunswick County Schools

http://www.bcswan.net/education/school/school.php?sectionid=1606&

Title I

SCHOOL PERFORMANCE GRADE

Achievement Indicators	Score
Reading EOG Proficiency	51
Math EOG Proficiency	34
Science EOG Proficiency	81
Biology Proficiency	.
Math I Proficiency	95

Growth Status
Met

	Score	Grade
Achievement	49	
Growth	77.8	
School Performance	54	D
EOG Reading	57	C
EOG Math	41	D

Formula for determining the School Performance Grade:

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school
- 20 percent of the School Performance Grade is based on academic growth
- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

A+NG Schools: A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps.

SCHOOL PERFORMANCE GRADING SCALE	
Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

SCHOOL PROFILE

School Size: The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

Our School	485
District	676
State	659

School Attendance: The average percentage of students who attend school daily.

Our School	93.8%
District	94.2%
State	95.1%

Average Class Size: The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School							21	19	18
Our District							22	21	19
State							22	22	22

** Legislation mandates that class sizes for grades 4-12 are not restricted.*

	Reading	Math
6th	53.2 (+3)	33.8 (+.5)
7th	45.7 (-13)	32.4 (-11)
8th	55.6 (+6)	35.0 (-6)

SCHOOL PERFORMANCE

Performance of Students on the NC End-of-Grade Tests: Percentage of Students at **Level 1 (Limited Command** of knowledge and skills)

LEVEL 1	Reading	Math	Science
Our School	25.1%	42.9%	7.5%
District	22.4%	27.9%	14.7%
State	21.6%	24.9%	16.5%

N/A = Fewer than 5% of students

M 66.3 (320)
R 48.7 (234)

Performance of Students on the NC End-of-Grade Tests: Percentage of Students at **Level 2 (Partial Command** of knowledge and skills)

LEVEL 2	Reading	Math	Science
Our School	23.6%	23.4%	11.3%
District	22.3%	25.2%	16.3%
State	22.1%	22.8%	14.6%

N/A = Fewer than 5% of students

Performance of Students on the NC End-of-Grade Tests: Percentage of Students at **Level 3 (Sufficient Command** of knowledge and skills)
Students performing at Level 3 are performing at grade level.

LEVEL 3	Reading	Math	Science
Our School	12.5%	7.4%	8.8%
District	11.5%	8.0%	10.4%
State	11.2%	8.1%	9.7%

N/A = Fewer than 5% students

M - 33.7 (160)
R 51.4 (247)

Performance of Students on the NC End-of-Grade Tests: Percentage of Students at **Level 4 (Solid Command** of knowledge and skills)
Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

LEVEL 4	Reading	Math	Science
Our School	32.9%	20.3%	58.1%
District	35.4%	26.2%	43.9%
State	34.7%	28.3%	41.5%

N/A = Fewer than 5% of students

Performance of Students on the NC End-of-Grade Tests: Percentage of Students at **Level 5 (Superior Command** of knowledge and skills)
Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

LEVEL 5	Reading	Math	Science
Our School	6.0%	6.0%	14.4%
District	8.4%	12.8%	14.7%
State	10.4%	15.8%	17.7%

N/A = Fewer than 5% of students

FIVE ACHIEVEMENT LEVELS

LEVEL 1: Limited Command of knowledge and skills
- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 2: Partial Command of knowledge and skills
- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 3: Sufficient Command of knowledge and skills
- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 4: Solid Command of knowledge and skills
- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

LEVEL 5: Superior Command of knowledge and skills
- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

What does this achievement level number mean?
Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.

Annual Measurable Objectives (AMOs): Per the Elementary and Secondary Education Act (ESEA), North Carolina set AMOs based on 2012-2013 data. Targets can be viewed at www.ncpublicschools.org/accountability/reporting.

Our school met 25 out of 35 targets.

QUALITY TEACHERS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience			Teacher Turnover Rate
					0-3 years	4-10 years	10+ years	
Our School	36	100.0%	22.2%	3	22.2%	27.8%	50.0%	22.2%
District	44	98.3%	26.3%	7	21.7%	29.1%	49.1%	17.3%
State	42	92.7%	28.8%	6	24.4%	26.1%	49.5%	16.3%

** The total number of teachers in this school and the average number of teachers in schools with similar grade ranges at the district and state level.*

Highly Qualified Teachers: Percentage of classes taught by Highly Qualified teachers as defined by federal law.

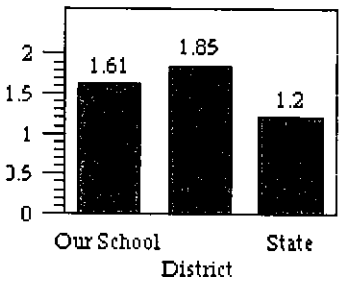
Our School	
District	
State	

SAFE, ORDERLY AND CARING SCHOOLS

School Safety: The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

Our School	0
District	0.96
State	0.87

Access to Technology: The Number of Students per Internet-Connected Digital Learning Device



On this measure, smaller numbers are better than larger numbers; there are more computers available to students when the number of students per computer is low.

READ TO ACHIEVE

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Students who are not proficient may be retained in 3rd grade or placed in 4th grade with extra reading instruction and interventions.

	PROMOTED TO GRADE 4		RETAINED	
	# of students	Percentage	# of Students	Percentage
Our School				
District				
State				

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

KEEPING YOU INFORMED

More information about your school is available on the NC School Report Cards website at: **http://www.ncpublicschools.org/src/**

NORTH CAROLINA
SCHOOL REPORT CARDS

2013-2014
K-8 SCHOOL SNAPSHOT

Cedar Grove Middle
750 Grove Trail SW
Supply, NC 28462
(910)846-3400

Grade Range: 6-8

Regular School

Traditional Calendar

Brunswick County Schools

http://www.bcswan.net/education/school/school.php?sectionid=1606&

Title I

SCHOOL PERFORMANCE GRADE

Achievement Indicators	Score
Reading EOG Proficiency	53
Math EOG Proficiency	39
Science EOG Proficiency	68
Biology Proficiency	.
Math I Proficiency	95

	Score
Achievement	50
Growth	86.0
School Performance	57
EOG Reading	59
EOG Math	49

	Grade
School Performance	C
EOG Reading	C
EOG Math	D

Growth Status: This School Exceeded Growth

What is Growth? The Growth Status measures the academic growth of a school's students from the previous year to the current year.

Formula for determining the School Performance Grade:

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school
- 20 percent of the School Performance Grade is based on academic growth
- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

Formula for determining the EOG Math and EOG Reading Grades:

- 80 percent of the grade is based on proficiency
- 20 percent of the grade is based on growth

SCHOOL PERFORMANCE GRADING SCALE	
Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

SCHOOL PROFILE

School Size: The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

Our School	486
District	676
State	665

School Attendance: The average percentage of students who attend school daily.

Our School	97.1%
District	96.5%
State	95.5%

Average Class Size: The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School								.	.
Our District							.	.	.
State							.	.	.

	Reading	Math
6th	50.3	33.3
7th	58.3	43.6
8th	49.7	41.0

STUDENT PERFORMANCE*

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at **Level 1 (Limited Command** of knowledge and skills)

LEVEL 1	Reading	Math	Science
Our School	20.7%	33.8%	17.4%
District	19.4%	27.7%	19.0%
State	21.2%	25.0%	17.0%

N/A = Fewer than 5% of students

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at **Level 2 (Partial Command** of knowledge and skills)

LEVEL 2	Reading	Math	Science
Our School	26.6%	27.0%	14.8%
District	23.1%	25.9%	16.1%
State	22.5%	24.0%	15.2%

N/A = Fewer than 5% of students

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at **Level 3 (Sufficient Command** of knowledge and skills)
Students performing at Level 3 are performing at grade level.

LEVEL 3	Reading	Math	Science
Our School	13.8%	9.4%	9.0%
District	13.0%	8.1%	10.8%
State	11.6%	8.0%	10.5%

N/A = Fewer than 5% students

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at **Level 4 (Solid Command** of knowledge and skills)
Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

LEVEL 4	Reading	Math	Science
Our School	32.4%	22.6%	39.4%
District	35.8%	27.6%	42.8%
State	34.4%	28.3%	41.1%

N/A = Fewer than 5% of students

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at **Level 5 (Superior Command** of knowledge and skills)
Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

LEVEL 5	Reading	Math	Science
Our School	6.5%	7.1%	19.4%
District	8.8%	10.7%	11.3%
State	10.3%	14.8%	16.1%

N/A = Fewer than 5% of students

47.3 R (228)
60.8 M (291)

52.7 R (252)
39.1 M (187)

NEW: Five Achievement Levels

Beginning with the 2013-14 school year, EOG and EOC tests will be measured on five levels.

New North Carolina Achievement Levels

LEVEL 1: Limited Command of knowledge and skills
- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 2: Partial Command of knowledge and skills
- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 3: Sufficient Command of knowledge and skills
- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 4: Solid Command of knowledge and skills
- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

LEVEL 5: Superior Command of knowledge and skills
- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

What does this new achievement level number mean?
The new achievement levels are similar to the old ones, with the addition of a middle category that did not exist before. Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

Why did the achievement levels change?
The State Board of Education created the new achievement levels to communicate more accurately both how well students have mastered the standards in their grade or course, and how ready they are to move forward toward college and/or a career.

* The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.

STUDENT PERFORMANCE, CONTINUED

Annual Measurable Objectives (AMOs): Per the Elementary and Secondary Education Act (ESEA), North Carolina set AMOs based on 2012-2013 data. Targets can be viewed at www.ncaccountabilitymodel.org.

Our school met 26 out of 37 targets.

QUALITY TEACHERS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Classes Taught by Highly Qualified Teachers	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience			Teacher Turnover Rate
						0-3 years	4-10 years	10+ years	
Our School	36	100.0%	.	19.4%	3	33.3%	19.4%	47.2%	9.1%
District	43	99.4%	.	27.2%	7	46.8%	22.0%	31.2%	14.9%
State	42	94.4%	.	30.4%	6	23.7%	27.4%	49.0%	15.3%

* The total number of teachers in this school and the average number of teachers in schools with similar grade ranges at the district and state level.

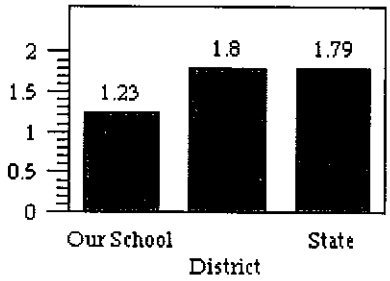
SAFE, ORDERLY AND CARING SCHOOLS

School Safety: The number of acts of crime or violence per 100 students reported below includes all acts occuring in school, at a bus stop, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

The number of acts of crime or violence reported per 100 students:

OUR SCHOOL	0
DISTRICT	0.71
STATE	0.85

Access to Technology: The Number of Students per Internet-Connected Digital Learning Device



READ TO ACHIEVE

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	PROMOTED TO GRADE 4		RETAINED	
	# of Students	Percentage	# of Students	Percentage
Our School				
District				
State				

Keeping you informed: More information about your school is available on the NC School Report Cards website at: **http://www.ncpublicschools.org/src/**

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

750 Grove Trail SW
Supply, NC 28462
(910) 846-3400

Cedar Grove Middle

Principal:
Welcome Letter

Brunswick County Schools
Grades 6-8
Regular School
Traditional Calendar
Title I

The documents to the right are provided in PDF format. To download, you will need the Acrobat Reader, a free download from Adobe.

- SCHOOL REPORT CARD SNAPSHOT
  English Spanish
- TIPS TO UNDERSTANDING YOUR SCHOOL SNAPSHOT
  English Spanish

STUDENT PERFORMANCE

North Carolina students in grades 3-8 must complete annual North Carolina End-of-Grade tests in reading, mathematics and science (grades 5 and 8). Students enrolled in the following courses must complete End-of-Course tests: English II, Math I, and Biology. Results from tests taken by students in this school are reported below. (Math I was previously called Algebra I/Integrated Mathematics I)

Overall Student Performance

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Students in Each Grade on the North Carolina End-of-Grade Tests

Percentage of students' scores at or above grade level*

MORE INFORMATION

	Grade 6		Grade 7		Grade 8		OVERALL	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Our School	38.6%	35.3%	39.2%	29.5%	40.2%	29.3%	39.3%	31.3%
# of Tests Taken	153	153	166	166	164	164	483	483
District	46.5%	35.7%	48.7%	31.2%	38.3%	28.5%	43.8%	38.0%
State	46.4%	38.9%	47.8%	38.5%	41.0%	34.2%	43.9%	42.3%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Performance of Non-High School Students on North Carolina End-of-Course Tests

Percentage of non-high school students' scores at or above grade level in the courses listed.

MORE INFORMATION

	Math I
Our School	94.3%
# of Tests Taken	35
District	38.2%
State	36.3%

* Math I was previously called Algebra I/Integrated Mathematics I.
* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Performance of Students on the End-of-Grade Science Tests for ESEA

Percentage of students' scores at or above grade level*

MORE INFORMATION

	Grade 8
Our School	49.7%
# of Tests Taken	161
District	49.8%
State	59.1%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Student Performance Data by Student Groups

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values many not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Each Student Group on the North Carolina End-of-Grade Tests

The percentage of students, grouped by gender, ethnicity and other factors, who passed BOTH the reading and math tests.*

MORE INFORMATION

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	24.0%	25.7%	22.2%	27.7%	12.0%	20.0%	N/A	N/A	N/A	26.1%	16.6%	35.2%	<5%	N/A	<5%
# of Tests Taken	483	249	234	329	92	35	N/A	N/A	N/A	23	290	193	8	N/A	58
District	29.0%	28.8%	29.2%	34.2%	12.5%	20.5%	12.8%	41.9%	25.0%	31.9%	20.6%	37.7%	8.9%	25.0%	<5%
State	32.0%	30.6%	33.5%	43.5%	14.2%	19.3%	17.3%	56.7%	28.7%	32.2%	17.4%	49.8%	5.8%	12.4%	6.6%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.
- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Click here for additional information on student performance by group.

Performance of Each Student Group on the End-of-Grade Science Tests for ESEA

The percentage of students, grouped by gender, ethnicity and other factors, who passed science test.*

MORE INFORMATION

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	49.7%	58.9%	38.0%	58.7%	15.6%	58.3%	N/A	N/A	N/A	60.0%	41.1%	62.1%	N/A	N/A	26.7%
# of Tests Taken	161	90	71	109	32	12	N/A	N/A	N/A	5	95	66	N/A	N/A	15
District	45.0%	49.4%	40.4%	50.4%	25.6%	38.4%	50.0%	55.6%	N/A	51.3%	34.1%	56.0%	13.1%	20.0%	11.7%
State	52.2%	54.2%	50.1%	64.7%	32.6%	39.5%	39.9%	70.5%	52.4%	54.1%	37.6%	69.5%	16.4%	25.1%	20.6%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.
- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Click here for additional information on student performance by group.

Additional Student Performance Data

Annual Measurable Objectives (AMOs) Results

North Carolina has set targets for the whole school and the identified subgroups under the federal the Elementary and Secondary Education Act (ESEA) Waiver.

MORE INFORMATION

Our school met 21 of our 25 Annual Measurable Objectives or 84.0%.

ESEA School Status

Under waivers to specific provisions of the Elementary and Secondary Education Act (ESEA), the State must implement a differentiated recognition, accountability, and support system for all of its LEAs and all Title I schools. Schools are identified based on the school's performance, including the academic achievement and graduation rates of all students and all subgroups of students, and also based on how performance has changed over time. Below is the 2013-14 status based on data available in the 2012-13 school year (2011-12 and two prior years' data).

ESEA school status is not applicable to this school.

MORE INFORMATION

ESEA Attendance

Our school met its attendance target.

MORE INFORMATION

Click here for additional ESEA attendance information

Highly Qualified Teachers

Click here for Classes Taught by Highly Qualified Teachers

Education First NC SCHOOL REPORT CARDS

Percentage of Students' Scores At or Above Grade Level by Group and Subject

• Reading • Math

READING

Percentage of Students at Level 1

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	21.1%	24.9%	17.1%	17.6%	35.9%	25.7%	N/A	N/A	N/A	8.7%	27.6%	11.4%	62.5%	N/A	62.1%
District	19.5%	21.9%	16.9%	15.5%	32.4%	25.7%	19.1%	12.9%	12.5%	19.2%	25.2%	13.4%	43.3%	37.5%	61.3%
State	21.3%	24.4%	18.2%	13.2%	33.4%	30.3%	31.8%	13.7%	22.1%	18.8%	31.0%	9.5%	54.8%	40.9%	59.2%

• E.D. = Economically Disadvantaged Students
• N.E.D. = Not Economically Disadvantaged Students
• L.E.P. = Limited English Proficient Students

Percentage of Students at Level 2

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	39.5%	40.2%	38.9%	38.9%	41.3%	42.9%	N/A	N/A	N/A	39.1%	43.4%	33.7%	37.5%	N/A	31.0%
District	36.8%	36.0%	37.5%	34.5%	43.4%	41.5%	44.7%	38.7%	50.0%	34.5%	41.2%	32.2%	43.8%	37.5%	28.0%
State	34.7%	34.4%	35.1%	30.2%	41.1%	41.0%	39.1%	24.8%	37.8%	35.6%	40.3%	27.9%	35.8%	39.3%	27.9%

• E.D. = Economically Disadvantaged Students
• N.E.D. = Not Economically Disadvantaged Students
• L.E.P. = Limited English Proficient Students

Percentage of Students at Level 3

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	31.5%	26.1%	37.2%	34.0%	19.6%	28.6%	N/A	N/A	N/A	43.5%	25.5%	40.4%	<5%	N/A	5.2%
District	35.7%	34.3%	37.2%	40.2%	21.7%	28.5%	27.7%	29.0%	25.0%	38.0%	29.0%	42.7%	11.3%	25.0%	9.2%
State	34.0%	32.3%	35.8%	42.1%	22.5%	24.8%	24.9%	40.6%	31.6%	36.0%	24.8%	45.3%	8.6%	18.1%	10.3%

• E.D. = Economically Disadvantaged Students
• N.E.D. = Not Economically Disadvantaged Students
• L.E.P. = Limited English Proficient Students

Percentage of Students at Level 4

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	7.9%	8.8%	6.8%	9.4%	<5%	<5%	N/A	N/A	N/A	8.7%	<5%	14.5%	<5%	N/A	<5%
District	8.1%	7.8%	8.4%	9.8%	<5%	<5%	8.5%	19.4%	12.5%	8.3%	<5%	11.7%	<5%	<5%	<5%
State	9.9%	8.9%	10.9%	14.5%	<5%	<5%	<5%	20.9%	8.5%	9.7%	<5%	17.2%	<5%	<5%	<5%

• E.D. = Economically Disadvantaged Students
• N.E.D. = Not Economically Disadvantaged Students
• L.E.P. = Limited English Proficient Students

Percentage of Students At or Above Level 3 (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	39.3%	34.9%	44.0%	43.5%	22.8%	31.4%	N/A	N/A	N/A	52.2%	29.0%	54.9%	<5%	N/A	6.9%
District	43.8%	42.1%	45.6%	50.0%	24.3%	32.8%	36.2%	48.4%	37.5%	46.3%	33.6%	54.4%	12.8%	25.0%	10.8%
State	43.9%	41.3%	46.7%	56.6%	25.6%	28.8%	29.0%	61.5%	40.1%	45.7%	28.7%	62.5%	9.4%	19.9%	12.9%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students Tested

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	>95%	>95%	>95%	>95%	>95%	>95%	N/A	N/A	N/A	>95%	>95%	>95%	>95%	N/A	>95%
District	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%
State	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students Not Tested

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	<5%	<5%	<5%	<5%	<5%	<5%	N/A	N/A	N/A	<5%	<5%	<5%	<5%	N/A	<5%
District	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%
State	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

MATH

Percentage of Students at Level 1

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	42.7%	41.8%	43.6%	38.3%	57.6%	42.9%	N/A	N/A	N/A	52.2%	48.6%	33.7%	87.5%	N/A	75.9%
District	36.3%	36.8%	35.7%	31.1%	56.4%	39.5%	46.8%	9.7%	62.5%	36.2%	43.4%	29.0%	53.7%	31.3%	75.8%
State	33.5%	34.9%	32.1%	23.2%	52.1%	39.8%	46.4%	14.3%	35.4%	32.8%	45.8%	18.5%	56.9%	49.5%	69.3%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students at Level 2

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	26.1%	24.1%	28.2%	27.1%	23.9%	20.0%	N/A	N/A	N/A	21.7%	27.9%	23.3%	<5%	N/A	17.2%
District	25.7%	24.6%	27.0%	25.9%	23.0%	28.8%	34.0%	22.6%	12.5%	24.9%	26.6%	24.8%	28.1%	31.3%	15.7%
State	24.2%	23.4%	25.1%	23.0%	25.7%	27.4%	26.6%	14.6%	24.8%	25.2%	26.5%	21.4%	25.7%	25.5%	18.2%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students at Level 3

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	24.4%	26.1%	22.6%	26.4%	16.3%	31.4%	N/A	N/A	N/A	21.7%	19.0%	32.6%	12.5%	N/A	6.9%
District	27.4%	27.6%	27.3%	30.6%	17.5%	24.0%	14.9%	22.6%	12.5%	27.1%	23.5%	31.5%	14.3%	37.5%	7.4%
State	28.1%	27.3%	28.8%	33.9%	18.1%	25.1%	21.9%	29.8%	25.1%	28.4%	21.9%	35.6%	14.5%	21.5%	9.9%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students at Level 4

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	6.8%	8.0%	5.6%	8.2%	<5%	5.7%	N/A	N/A	N/A	<5%	<5%	10.4%	<5%	N/A	<5%
District	10.5%	11.0%	10.0%	12.4%	<5%	7.7%	<5%	45.2%	12.5%	11.8%	6.5%	14.7%	<5%	<5%	<5%
State	14.2%	14.4%	14.0%	19.9%	<5%	7.6%	5.1%	41.4%	14.8%	13.6%	5.8%	24.5%	<5%	<5%	<5%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students At or Above Level 3 (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	31.3%	34.1%	28.2%	34.7%	18.5%	37.1%	N/A	N/A	N/A	26.1%	23.4%	43.0%	12.5%	N/A	6.9%
District	38.0%	38.6%	37.3%	43.0%	20.6%	31.7%	19.1%	67.7%	25.0%	38.9%	30.0%	46.2%	18.2%	37.5%	8.5%
State	42.3%	41.7%	42.8%	53.8%	22.2%	32.7%	27.0%	71.2%	39.8%	42.0%	27.7%	60.1%	17.4%	25.0%	12.4%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students Tested

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	>95%	>95%	>95%	>95%	>95%	>95%	N/A	N/A	N/A	>95%	>95%	>95%	>95%	N/A	>95%
District	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%
State	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students Not Tested

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	<5%	<5%	<5%	<5%	<5%	<5%	N/A	N/A	N/A	<5%	<5%	<5%	<5%	N/A	<5%
District	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%
State	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students

- L.E.P. = Limited English Proficient Students

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750 Grove Trail SW
Supply, NC 28462
(910) 846-3400

Cedar Grove Middle

Brunswick County Schools
Grades 6-8
Regular School
Traditional Calendar
Title I

STUDENT PERFORMANCE

North Carolina students in grades 3-8 must complete annual ABCs End-of-Grade tests in reading, mathematics and science (grades 5 and 8). Students enrolled in the following courses must complete End-of-Course tests: English I, Algebra I, and Biology. Results from tests taken by students in this school are reported below. (In the 2011-12 school year, the End-of-Course tests in Physical Science, Algebra II, Civics and Economics, and U.S. History were eliminated from the testing program.)

Overall Student Performance

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Students in Each Grade on the ABCs End-of-Grade Tests

Percentage of students' scores at or above grade level*

	Grade 6		Grade 7		Grade 8		OVERALL	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Our School	69.0%	74.1%	69.6%	71.9%	66.4%	85.7%	68.4%	76.8%
# of Tests Taken	174	174	161	160	140	140	475	474
District	76.5%	81.7%	68.2%	77.8%	74.9%	83.4%	73.3%	82.8%
State	75.2%	80.5%	68.2%	81.1%	71.1%	85.2%	71.2%	82.8%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Performance of Non-High School Students on ABCs End-of-Course Tests

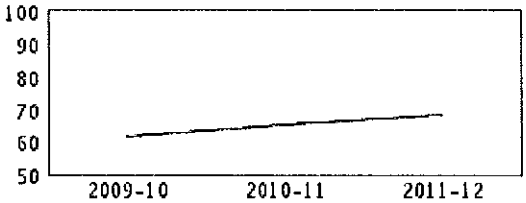
Percentage of non-high school students' scores at or above grade level in the courses listed.

	Algebra I
Our School	>95%
# of Tests Taken	22
District	76.2%
State	78.7%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.
* Algebra II, Physical Science, Civics & Econ. and US History were eliminated from the ABCs effective 2011-12.

Three Year Trend in Student Performance on ABC's End-of-Grade Reading Test

Percentage of students
at or above grade level
in this school

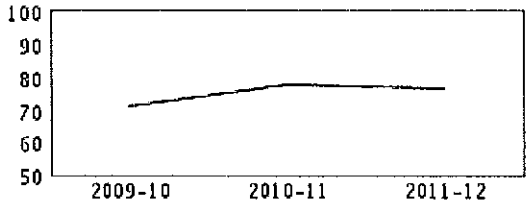


(Display data in table format)

Click here for additional results for each grade level in the school.

Three Year Trend in Student Performance on ABC's End-of-Grade Math Test

Percentage of students at or above grade level in this school



(Display data in table format)

Click here for additional results for each grade level in the school.

Performance of Students on the End-of-Grade Science Tests for NCLB

Percentage of students' scores at or above grade level*

	Grade 8
Our School	70.2%
# of Tests Taken	141
District	76.0%
State	77.3%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Student Performance Data by Student Groups

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values many not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Each Student Group on the ABCs End-of-Grade Tests

The percentage of students, grouped by gender, ethnicity and other factors, who passed BOTH the reading and math tests.*

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	61.6%	59.6%	64.3%	65.7%	49.0%	51.6%	N/A	N/A	N/A	76.9%	54.9%	76.0%	10.0%	N/A	16.7%
# of Tests Taken	474	267	207	327	98	31	N/A	N/A	N/A	13	324	150	10	N/A	54
District	68.1%	65.9%	70.5%	74.3%	49.3%	58.5%	60.8%	63.2%	62.5%	65.9%	60.5%	82.3%	36.4%	43.8%	31.5%

State	67.5%	65.0%	70.1%	79.3%	49.4%	55.1%	55.3%	79.1%	64.1%	69.7%	54.2%	84.1%	31.7%	42.8%	33.8%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.
- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Click here for additional information on student performance by group.

Performance of Each Student Group on the End-of-Grade Science Tests for NCLB

The percentage of students, grouped by gender, ethnicity and other factors, who passed science test.*

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	70.2%	72.6%	66.7%	78.2%	48.1%	63.6%	N/A	N/A	N/A	N/A	66.7%	75.9%	N/A	N/A	23.1%
# of Tests Taken	141	84	57	101	27	11	N/A	N/A	N/A	N/A	87	54	N/A	N/A	13
District	77.4%	79.4%	75.2%	82.1%	55.0%	72.3%	78.9%	78.6%	N/A	84.7%	71.6%	87.0%	55.3%	80.0%	56.4%
State	76.6%	78.0%	75.0%	87.1%	59.3%	67.0%	68.9%	85.7%	74.5%	78.6%	65.8%	89.5%	43.7%	63.1%	51.8%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.
- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Click here for additional information on student performance by group.

Additional Student Performance Data

SCHOOL PERFORMANCE

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. Those designations are awarded on the basis of the percentage of students performing at grade level and on whether students have learned as much as they are expected to learn in one year. The designations earned by your school are displayed below, followed by a brief description of each designation.

Our School's Designation(s): School of Progress, Expected Growth

Designation	Performance: Students performing at grade level	Growth: Learning achieved in one year			Percent of Schools with Designation	
		High Growth	Expected Growth	Expected Growth Not Achieved	District	State
Honor School of Excellence	At least 90% of students at grade level and the school met all AMO targets			--	0%	8%
School of Excellence	At least 90% of students at grade level			--	0%	0%
School of Distinction	80 to 90% of students at grade level			--	25%	31%
School of Progress	60 to 80% of students at grade level		✓	--	75%	41%
No Recognition	60 to 100% of students at grade level	--	--		0%	12%
Priority School	50 to 60% of students at grade level or Less than 50% of students at grade level				0%	8%
Low Performing	Less than 50% of students at grade level	--	--		0%	0%

Annual Measurable Objectives (AMOs) Results

North Carolina has set targets for the whole school and the identified subgroups under the federal No Child Left Behind Act.

Our school met 17 of our 21 Annual Measurable Objects or 81.0%.

ESEA School Status

Under waivers to specific provisions of No Child Left Behind (NCLB), the State must implement a differentiated recognition, accountability, and support system for all of its LEAs and all Title I schools. Schools are identified based on the school's performance, including the academic achievement and graduation rates of all students and all subgroups of students, and also based on how performance has changed over time. (2012-13) based on 2010-11 and two prior years data.

ESEA school status is not applicable to this school.

NCLB Attendance

Our school met its attendance target.

Click here for additional NCLB attendance information

Highly Qualified Teachers

Click here for Classes Taught by Highly Qualified Teachers

Education First NC SCHOOL REPORT CARDS

Percentage of Students' Scores At or Above Grade Level by Group and Subject

• Reading • Math

READING

Percentage of Students at Level I

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	12.0%	11.9%	12.1%	10.1%	15.3%	25.8%	N/A	N/A	N/A	7.7%	14.5%	6.7%	70.0%	N/A	31.5%
District	7.6%	8.7%	6.3%	5.9%	13.5%	10.8%	9.8%	10.5%	25.0%	<5%	9.9%	<5%	22.8%	6.3%	21.7%
State	10.2%	11.8%	8.5%	5.5%	16.5%	16.2%	14.9%	8.6%	11.8%	8.4%	15.4%	<5%	31.1%	24.5%	27.6%

• E.D. = Economically Disadvantaged Students
• N.E.D. = Not Economically Disadvantaged Students
• L.E.P. = Limited English Proficient Students

Percentage of Students at Level II

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	19.6%	22.4%	15.9%	17.1%	27.6%	22.6%	N/A	N/A	N/A	7.7%	23.4%	11.3%	20.0%	N/A	42.6%
District	19.1%	20.1%	18.0%	15.2%	29.3%	26.4%	27.5%	26.3%	12.5%	24.8%	23.6%	10.9%	36.4%	43.8%	36.1%
State	18.6%	19.5%	17.7%	12.3%	28.2%	25.3%	25.2%	11.4%	19.9%	17.7%	25.5%	9.9%	34.1%	29.8%	31.7%

• E.D. = Economically Disadvantaged Students
• N.E.D. = Not Economically Disadvantaged Students
• L.E.P. = Limited English Proficient Students

Percentage of Students at Level III

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	52.6%	50.4%	55.6%	54.3%	50.0%	35.5%	N/A	N/A	N/A	69.2%	51.7%	54.7%	10.0%	N/A	22.2%
District	55.0%	53.9%	56.2%	57.0%	49.7%	50.9%	54.9%	44.7%	37.5%	54.9%	53.9%	57.0%	36.4%	50.0%	37.0%
State	50.4%	49.3%	51.6%	52.8%	47.0%	48.4%	48.6%	44.0%	49.7%	53.1%	48.9%	52.4%	31.9%	39.2%	33.9%

• E.D. = Economically Disadvantaged Students
• N.E.D. = Not Economically Disadvantaged Students
• L.E.P. = Limited English Proficient Students

Percentage of Students at Level IV

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	15.8%	15.3%	16.4%	18.6%	7.1%	16.1%	N/A	N/A	N/A	15.4%	10.5%	27.3%	<5%	N/A	<5%
District	18.3%	17.3%	19.5%	21.9%	7.5%	11.9%	7.8%	18.4%	25.0%	18.1%	12.6%	28.8%	<5%	<5%	5.2%
State	20.8%	19.3%	22.3%	29.3%	8.2%	10.1%	11.3%	36.0%	18.7%	20.8%	10.3%	34.0%	<5%	6.5%	6.8%

• E.D. = Economically Disadvantaged Students
• N.E.D. = Not Economically Disadvantaged Students
• L.E.P. = Limited English Proficient Students

Percentage of Students At or Above Level III (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	68.4%	65.7%	72.0%	72.9%	57.1%	51.6%	N/A	N/A	N/A	84.6%	62.2%	82.0%	10.0%	N/A	25.9%
District	73.3%	71.1%	75.6%	78.9%	57.2%	62.9%	62.7%	63.2%	62.5%	73.0%	66.5%	85.9%	40.8%	50.0%	42.3%
State	71.2%	68.7%	73.9%	82.2%	55.3%	58.5%	59.9%	80.0%	68.4%	73.9%	59.1%	86.4%	34.8%	45.7%	40.7%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students Tested

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	>95%	>95%	>95%	>95%	>95%	>95%	N/A	N/A	N/A	>95%	>95%	>95%	>95%	N/A	>95%
District	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%
State	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students Not Tested

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	<5%	<5%	<5%	<5%	<5%	<5%	N/A	N/A	N/A	<5%	<5%	<5%	<5%	N/A	<5%
District	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%
State	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

MATH

Percentage of Students at Level I

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	<5%	<5%	<5%	<5%	6.1%	6.5%	N/A	N/A	N/A	<5%	<5%	<5%	<5%	N/A	13.0%
District	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	8.8%
State	<5%	<5%	<5%	<5%	5.8%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	6.5%	5.3%	11.4%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students at Level II

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	19.6%	19.5%	19.8%	17.4%	27.6%	16.1%	N/A	N/A	N/A	23.1%	22.5%	13.3%	50.0%	N/A	46.3%
District	15.3%	15.6%	15.0%	12.7%	26.0%	16.3%	13.7%	5.3%	12.5%	17.7%	18.9%	8.7%	27.2%	18.8%	37.1%
State	14.1%	14.8%	13.3%	8.5%	24.2%	17.2%	19.9%	6.1%	17.0%	13.4%	20.3%	6.3%	26.2%	23.4%	31.4%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students at Level III

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	52.5%	50.2%	55.6%	52.0%	52.0%	54.8%	N/A	N/A	N/A	53.8%	54.0%	49.3%	50.0%	N/A	38.9%
District	56.4%	55.3%	57.6%	54.8%	59.9%	60.7%	70.6%	52.6%	75.0%	55.8%	59.4%	50.8%	61.0%	62.5%	47.2%
State	53.2%	52.0%	54.5%	50.0%	57.4%	59.8%	59.4%	33.5%	53.1%	55.8%	58.6%	46.4%	57.9%	57.9%	49.2%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students at Level IV

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	24.3%	26.2%	21.7%	27.8%	14.3%	22.6%	N/A	N/A	N/A	23.1%	18.8%	36.0%	<5%	N/A	<5%
District	26.4%	26.9%	25.9%	31.0%	10.7%	20.7%	15.7%	42.1%	12.5%	25.2%	19.1%	39.8%	8.8%	18.8%	6.9%
State	29.6%	29.6%	29.6%	39.7%	12.6%	19.6%	16.7%	58.6%	27.2%	28.2%	16.4%	46.2%	9.4%	13.3%	8.1%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students At or Above Level III (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	76.8%	76.4%	77.3%	79.8%	66.3%	77.4%	N/A	N/A	N/A	76.9%	72.8%	85.3%	50.0%	N/A	40.7%
District	82.8%	82.2%	83.4%	85.7%	70.6%	81.3%	86.3%	94.7%	87.5%	81.0%	78.5%	90.7%	69.7%	81.3%	54.1%
State	82.8%	81.6%	84.1%	89.7%	70.0%	79.3%	76.2%	92.1%	80.3%	84.0%	75.0%	92.5%	67.3%	71.3%	57.3%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students Tested

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	>95%	>95%	>95%	>95%	>95%	>95%	N/A	N/A	N/A	>95%	>95%	>95%	>95%	N/A	>95%
District	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%
State	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students Not Tested

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	<5%	<5%	<5%	<5%	<5%	<5%	N/A	N/A	N/A	<5%	<5%	<5%	<5%	N/A	<5%
District	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%
State	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students

- L.E.P. = Limited English Proficient Students

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750 Grove Trail SW
Supply, NC 28462
(910) 846-3400

Cedar Grove Middle

Brunswick County Schools
Grades 6-8
Regular School
Traditional Calendar
Title I

STUDENT PERFORMANCE

North Carolina students in grades 3-8 must complete annual ABCs End-of-Grade tests in reading, mathematics and science (grades 5 and 8). Students enrolled in the following courses must complete End-of-Course tests: English I, Algebra I, Algebra II, Biology, Physical Science, Civics & Economics, and US History. Results from tests taken by students in this school are reported below. (In the 2011-12 school year, the End-of-Course tests in Physical Science, Algebra II, Civics and Economics, and U.S. History will be eliminated from the testing program.)

Overall Student Performance

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Students in Each Grade on the ABCs End-of-Grade Tests

Percentage of students' scores at or above grade level*

	Grade 6		Grade 7		Grade 8		OVERALL	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Our School	70.9%	79.1%	61.9%	69.1%	62.7%	85.9%	65.4%	78.1%
# of Tests Taken	158	158	139	139	142	142	439	439
District	75.2%	83.4%	70.8%	77.3%	71.5%	85.2%	72.9%	82.8%
State	75.1%	80.7%	67.8%	81.1%	69.8%	84.4%	70.7%	82.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Performance of Non-High School Students on ABCs End-of-Course Tests

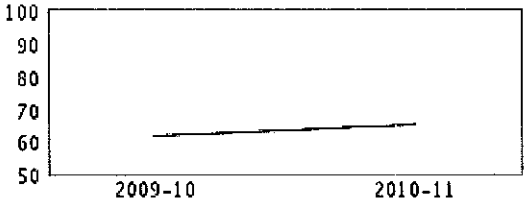
Percentage of non-high school students' scores at or above grade level in the courses listed.

	Algebra I
Our School	>95%
# of Tests Taken	25
District	76.2%
State	76.7%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.
* Geometry tests were eliminated from the ABCs effective 2010-11.

Three Year Trend in Student Performance on ABC's End-of-Grade Reading Test

Percentage of students
at or above grade level
in this school

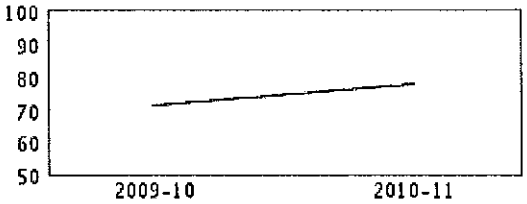


(Display data in table format)

Click here for additional results for each grade level in the school.

Three Year Trend in Student Performance on ABC's End-of-Grade Math Test

Percentage of students
at or above grade level
in this school



(Display data in table format)

Click here for additional results for each grade level in the school.

Performance of Students on the End-of-Grade Science Tests for NCLB

Percentage of students' scores at or above grade level*

	Grade 8
Our School	65.5%
# of Tests Taken	142
District	76.4%
State	74.9%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Student Performance Data by Student Groups

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values many not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Each Student Group on the ABCs End-of-Grade Tests

The percentage of students, grouped by gender, ethnicity and other factors, who passed BOTH the reading and math tests.*

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	F.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	61.0%	61.4%	60.5%	64.5%	48.9%	59.4%	N/A	N/A	N/A	N/A	50.9%	81.1%	<5%	N/A	15.0%
# of Tests Taken	439	249	190	313	88	32	N/A	N/A	N/A	N/A	291	148	8	N/A	40
District	68.5%	66.2%	70.9%	74.3%	48.4%	60.2%	63.6%	88.5%	N/A	69.5%	59.8%	82.5%	41.1%	56.3%	29.7%

State	67.0%	64.6%	69.5%	79.0%	48.5%	54.4%	55.1%	78.2%	63.7%	69.3%	53.3%	82.8%	34.4%	45.2%	34.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.
- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Click here for additional information on student performance by group.

Performance of Each Student Group on the End-of-Grade Science Tests for NCLB

The percentage of students, grouped by gender, ethnicity and other factors, who passed science test.*

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	65.5%	67.1%	63.9%	70.2%	53.3%	66.7%	N/A	N/A	N/A	N/A	55.4%	84.0%	N/A	N/A	41.7%
# of Tests Taken	142	70	72	104	30	6	N/A	N/A	N/A	N/A	92	50	N/A	N/A	12
District	77.5%	78.3%	76.6%	83.1%	58.1%	74.1%	73.7%	85.7%	N/A	73.0%	71.0%	87.7%	44.0%	N/A	48.1%
State	74.2%	75.9%	72.4%	85.6%	55.4%	63.5%	64.4%	84.2%	70.7%	76.1%	62.2%	87.3%	41.5%	57.1%	49.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.
- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Click here for additional information on student performance by group.

Additional Student Performance Data

SCHOOL PERFORMANCE

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. Those designations are awarded on the basis of the percentage of students performing at grade level and on whether students have learned as much as they are expected to learn in one year. The designations earned by your school are displayed below, followed by a brief description of each designation.

Our School's Designation(s): School of Progress, Expected Growth

Designation	Performance: Students performing at grade level	Growth: Learning achieved in one year			Percent of Schools with Designation	
		High Growth	Expected Growth	Expected Growth Not Achieved	District	State
Honor School of Excellence	At least 90% of students at grade level and the school made adequate yearly progress (AYP)			--	0%	4%
School of Excellence	At least 90% of students at grade level			--	0%	4%
School of Distinction	80 to 90% of students at grade level			--	25%	29%
School of Progress	60 to 80% of students at grade level		✓	--	75%	46%
No Recognition	60 to 100% of students at grade level	--	--		0%	6%
Priority School	50 to 60% of students at grade level or Less than 50% of students at grade level				0%	10%
Low Performing	Less than 50% of students at grade level	--	--		0%	1%

Adequate Yearly Progress (AYP) Results

North Carolina has set target goals that schools must meet to make Adequate Yearly Progress (AYP) under the federal No Child Left

Behind Act.

AYP	Targets
Our school did not make adequate yearly progress.	We met 17 of our 21 performance targets.

Click here for additional information on AYP by student group and subject.

Title I School Improvement Status

Under No Child Left Behind (NCLB), schools enter Title I School Improvement status by not meeting target goals in the same subject (reading or mathematics) for two years in a row. A school in Title I School Improvement status must take certain measures to improve performance. Below is the status of the current year (2011-12) based on 2010-11 data.

Our school is in year 1 of Title I School Improvement.

Click here for information on student performance on End of Grade tests by group and subject for Reading and Math.

AYP Attendance

Our school met its attendance target.

Click here for additional AYP attendance information

Highly Qualified Teachers

Click here for Classes Taught by Highly Qualified Teachers

Education First NC SCHOOL REPORT CARDS

Percentage of Students' Scores At or Above Grade Level by Group and Subject

• Reading • Math

READING

Percentage of Students at Level I

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	11.2%	12.9%	8.9%	9.3%	13.6%	18.8%	N/A	N/A	N/A	N/A	15.8%	<5%	75.0%	N/A	37.5%
District	8.1%	9.5%	6.6%	5.7%	15.7%	13.0%	7.3%	7.7%	N/A	<5%	10.9%	<5%	24.1%	31.3%	25.4%
State	10.4%	12.2%	8.6%	5.6%	17.1%	16.9%	15.3%	9.0%	14.9%	8.4%	15.9%	<5%	29.5%	24.5%	27.9%

• E.D. = Economically Disadvantaged Students
• N.E.D. = Not Economically Disadvantaged Students
• L.E.P. = Limited English Proficient Students

Percentage of Students at Level II

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	23.5%	21.7%	25.8%	21.7%	31.8%	21.9%	N/A	N/A	N/A	N/A	29.2%	12.2%	25.0%	N/A	42.5%
District	19.1%	20.1%	18.0%	15.6%	31.2%	23.9%	25.5%	<5%	N/A	18.1%	23.9%	11.3%	32.0%	6.3%	37.7%
State	18.9%	19.7%	18.0%	12.5%	28.7%	25.4%	25.5%	11.8%	18.0%	18.1%	25.9%	10.7%	33.1%	27.5%	31.3%

• E.D. = Economically Disadvantaged Students
• N.E.D. = Not Economically Disadvantaged Students
• L.E.P. = Limited English Proficient Students

Percentage of Students at Level III

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	47.4%	47.4%	47.4%	47.0%	48.9%	43.8%	N/A	N/A	N/A	N/A	43.0%	56.1%	<5%	N/A	17.5%
District	54.4%	53.3%	55.4%	56.1%	46.7%	51.3%	54.5%	69.2%	N/A	61.1%	52.7%	57.1%	39.9%	62.5%	30.6%
State	50.3%	49.2%	51.6%	53.0%	46.2%	47.9%	48.5%	45.0%	51.0%	53.3%	48.3%	52.7%	33.9%	42.0%	33.8%

• E.D. = Economically Disadvantaged Students
• N.E.D. = Not Economically Disadvantaged Students
• L.E.P. = Limited English Proficient Students

Percentage of Students at Level IV

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	18.0%	18.1%	17.9%	22.0%	5.7%	15.6%	N/A	N/A	N/A	N/A	12.0%	29.7%	<5%	N/A	<5%
District	18.5%	17.1%	19.9%	22.6%	6.4%	11.8%	12.7%	19.2%	N/A	15.9%	12.5%	28.2%	<5%	<5%	6.2%
State	20.4%	19.0%	21.8%	28.8%	7.9%	9.8%	10.7%	34.2%	16.1%	20.2%	9.8%	32.6%	<5%	6.0%	7.0%

• E.D. = Economically Disadvantaged Students
• N.E.D. = Not Economically Disadvantaged Students
• L.E.P. = Limited English Proficient Students

Percentage of Students At or Above Level III (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	65.4%	65.5%	65.3%	69.0%	54.5%	59.4%	N/A	N/A	N/A	N/A	55.0%	85.8%	<5%	N/A	20.0%
District	72.9%	70.4%	75.4%	78.7%	53.1%	63.1%	67.3%	88.5%	N/A	77.0%	65.2%	85.3%	43.9%	62.5%	36.8%
State	70.7%	68.2%	73.4%	81.9%	54.2%	57.7%	59.1%	79.2%	67.1%	73.5%	58.2%	85.2%	37.4%	48.0%	40.8%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students Tested

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	>95%	>95%	>95%	>95%	>95%	>95%	N/A	N/A	N/A	N/A	>95%	>95%	>95%	N/A	>95%
District	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	N/A	>95%	>95%	>95%	>95%	>95%	>95%
State	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students Not Tested

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	<5%	<5%	<5%	<5%	<5%	<5%	N/A	N/A	N/A	N/A	<5%	<5%	<5%	N/A	<5%
District	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	N/A	<5%	<5%	<5%	<5%	<5%	<5%
State	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

MATH

Percentage of Students at Level I

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	<5%	<5%	<5%	<5%	<5%	<5%	N/A	N/A	N/A	N/A	<5%	<5%	<5%	N/A	7.5%
District	<5%	<5%	<5%	<5%	<5%	<5%	5.5%	<5%	N/A	<5%	<5%	<5%	<5%	<5%	9.8%
State	<5%	<5%	<5%	<5%	6.0%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	6.0%	<5%	11.6%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students at Level II

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	19.8%	20.5%	18.9%	16.6%	34.1%	15.6%	N/A	N/A	N/A	N/A	25.8%	8.1%	62.5%	N/A	60.0%
District	14.8%	15.4%	14.2%	12.3%	25.3%	16.8%	10.9%	<5%	N/A	13.3%	19.2%	7.6%	27.3%	25.0%	38.4%
State	14.4%	15.0%	13.8%	8.6%	25.0%	17.8%	19.5%	6.3%	15.4%	13.4%	20.9%	6.9%	25.3%	21.3%	30.8%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students at Level III

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	52.4%	51.0%	54.2%	50.8%	55.7%	56.3%	N/A	N/A	N/A	N/A	54.6%	48.0%	37.5%	N/A	30.0%
District	56.6%	55.6%	57.6%	55.1%	60.9%	59.0%	61.8%	42.3%	N/A	59.3%	59.9%	51.2%	58.5%	75.0%	44.5%
State	53.9%	52.7%	55.2%	51.2%	57.3%	59.8%	59.4%	35.6%	55.4%	56.9%	58.8%	48.2%	58.5%	60.0%	49.4%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students at Level IV

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	25.7%	26.9%	24.2%	30.0%	10.2%	28.1%	N/A	N/A	N/A	N/A	16.8%	43.2%	<5%	N/A	<5%
District	26.2%	26.6%	25.9%	30.8%	9.6%	21.7%	21.8%	57.7%	N/A	25.2%	17.8%	40.0%	10.7%	<5%	7.3%
State	28.5%	28.6%	28.3%	38.5%	11.7%	18.7%	16.8%	56.2%	25.2%	26.8%	15.4%	43.6%	10.2%	14.0%	8.3%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students At or Above Level III (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	78.1%	77.9%	78.4%	80.8%	65.9%	84.4%	N/A	N/A	N/A	N/A	71.5%	91.2%	37.5%	N/A	32.5%
District	82.8%	82.2%	83.5%	85.9%	70.5%	80.7%	83.6%	>95%	N/A	84.5%	77.7%	91.2%	69.2%	75.0%	51.8%
State	82.4%	81.3%	83.5%	89.6%	69.0%	78.5%	76.3%	91.8%	80.6%	83.7%	74.2%	91.8%	68.7%	74.0%	57.6%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students Tested

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	>95%	>95%	>95%	>95%	>95%	>95%	N/A	N/A	N/A	N/A	>95%	>95%	>95%	N/A	>95%
District	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	N/A	>95%	>95%	>95%	>95%	>95%	>95%
State	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Percentage of Students Not Tested

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	<5%	<5%	<5%	<5%	<5%	<5%	N/A	N/A	N/A	N/A	<5%	<5%	<5%	N/A	<5%
District	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	N/A	<5%	<5%	<5%	<5%	<5%	<5%
State	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%	<5%

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students